



Intervention Planning Support: Instructional Groupings Report Resources for Reading—Grade 2

Curriculum Associates Intervention Brief | March 2026

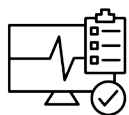
Guidance Overview

The *i-Ready* Instructional Groupings report groups students with similar instructional priorities, provides recommendations for teacher-led instruction, and identifies resources to support differentiated instruction by domain. This document is designed to support educators with matching related *i-Ready Personalized Instruction* lessons to the Tools for Instruction (TFIs) resources identified in the Instructional Groupings report to support intervention and monitor student progress for Grade 2.

For specific implementation guidance and additional grade levels, see [Intervention Planning Support: Instructional Groupings Report Resources for Reading](#).

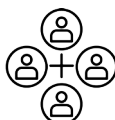
Using Instructional Groupings Report and *i-Ready* Resources to Support Intervention

1



Administer
i-Ready Inform

2



Review **Groupings** in
the Instructional
Groupings report

3



Select **Tools for
Instruction** for small
group instruction

4



Assign related
**Personalized
Instruction** lesson

5



Monitor data to
respond or adjust

IMPORTANT CONSIDERATIONS



- **Targeted support with off-grade skills should not supersede or replace grade-level core instruction** and should be layered on in small group instruction as needed to complement and accelerate students' access to grade-level content.
- **It is not intended for educators to use all resources identified in this document** and/or for all students. Rather, educators are encouraged to view this document as a menu of options to choose from strategically based on students' needs.

Instructional Groupings Resources: Phonics and High-Frequency Words Domains



Educators may reference the [Instructional Groupings Report for Reading](#) to select [Tools for Instruction](#) lesson(s) to provide explicit, targeted, or supplemental instruction at the students' placement level in small groups. Educators may then use the tables below to find Personalized Instruction lessons that can be teacher assigned to provide opportunities to practice or monitor student progress with the skill taught in the matched TFI. For instructions on assigning Personalized Instruction, reference [How do I add Teacher-Assigned Lessons?](#)

Domain: Phonics and High-Frequency Words					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Match Consonant Letters and Sounds <i>s, f, r, m, p, l, t</i>	K	Recognize Letters <i>Ss, Bb</i>	Emerging K
				Letter Learning: <i>Ss, Bb</i>	Early K
				Recognize Letters <i>Oo, Ff</i>	Emerging K
				Letter Learning: <i>Ff, Hh</i>	Early K
				Recognize Letters <i>Rr, Dd</i>	Emerging K
				Letter Learning: <i>Rr, Dd</i>	Early K
				Letter Learning: <i>Mm, Tt</i>	Early K
				Recognize Letters <i>Pp, Ll</i>	Emerging K
				Letter Learning: <i>Pp, Cc</i>	Early K
				Recognize Letters <i>Ll, Gg</i>	Emerging K
				Letter Learning: <i>Gg, Ll</i>	Early K
✓	✓	Match Other Consonant Letters and Sounds	K	<i>*Use relevant "Letter Learning" or "Recognize Letters" lessons</i>	-
✓	✓	Match Vowel Letters and Short Sounds	K	Short <i>a</i> Words	Extra K
				Short <i>e</i> Words	Extra K
				Short <i>i</i> Words	Extra K
				Short <i>o</i> Words	Extra K
				Short <i>u</i> Words	Extra K
✓	✓	Decode Words with Short Vowels	K	Read Words with Short Vowels	Late K
✓	✓	Decode Words with Short Vowel <i>a</i>	K	Short <i>a</i> Words	Extra K
✓	✓	Match Vowel Letters and Long Sounds	K	Long Vowel <i>a</i>	Late K
				Long Vowel <i>i, o</i>	Late K
				Long Vowel <i>u, e</i>	Late K
				Long Vowel Sounds	Extra K
✓	✓	Long-Vowel Words with Final <i>e</i>	1, 2	Long <i>a</i> with Sneaky <i>e</i>	Extra K
				Long <i>i</i> with Sneaky <i>e</i>	Extra K
				Long <i>o</i> with Sneaky <i>e</i>	Extra K
				Sounds for <i>u</i> with Sneaky <i>e</i>	Extra K
				Long <i>e</i> with <i>ee</i> or Sneaky <i>e</i>	Extra K
				Long Vowels <i>a</i> and <i>i</i> with Silent <i>e</i>	Early 1
				Long Vowels <i>o</i> and <i>u</i> with Silent <i>e</i>	Early 1
✓	✓	Match <i>y</i> to Long <i>i</i> and Long <i>e</i>	1	Long <i>e</i> Spelled <i>ea, y</i>	Mid 1
				Long <i>i</i> Spelled <i>y, igh</i>	Mid 1
				Long <i>e</i> : <i>ea, y, ey</i>	Extra 1
				Long <i>i</i> : <i>ie, igh, y</i>	Extra 1
✓	✓	Words with Initial <i>l-, r-</i> Blends	K, 1	Beginning Blends with <i>r, l</i>	Late K
				Beginning Blends with <i>l</i>	Extra K
				Beginning Blends with <i>r</i>	Extra K



Domain: Phonics and High-Frequency Words, Cont'd.

Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Words with Initial s-Blends	1, 2	-	-
✓	✓	Words with Final Digraph ck or Double Consonants	1	Digraph ck	Early 1
				Ending Consonants ck	Extra K
✓	✓	Words with Final Consonant Blends	1	Say Final Digraph and Consonant Blends	Early 1
				Blend Words with Final Consonant Blends	Early 1
				Break Up Words with Final Consonant Blends	Early 1
✓	✓	Words with Initial Consonant Digraphs	1	Say Beginning Digraphs and Consonant Blends	Early 1
				Blend Words with Beginning Digraphs	Early 1
				Break Up Words with Beginning Digraphs	Early 1
✓	✓	Words with Final Consonant Digraphs	1	Blend Words with Final Digraphs	Early 1
				Break Up Words with Final Digraphs	Early 1
✓	✓	Words with r-Controlled Vowels	1	Bossy-r Syllables	Extra 1
				Bossy-r ar	Extra 1
				Bossy-r Vowels or, ore	Extra 1
				Bossy-r Vowels er, ir, ur	Extra 1
				Read Two-Syllable Words with r-Controlled Syllables	Late 2
✓	✓	Words with Long Vowel Digraphs	1	Long a Spelled ai, ay	Mid 1
				Long a: ai, ay	Extra 1
				Long e: ea, y, ey	Extra 1
				Long o: oa, ow, oe	Extra 1
				Long i: ie, igh, y	Extra 1
✓	✓	Words with Vowel Diphthongs and Digraphs	2	Read Words with Spelling oo	Late 1
				The Sound /ou/ Spelled ou, ow	Late 1
				The Sound /oi/ Spelled oi, oy	Late 1
				The Sound /o/ Spelled au, aw	Late 1
				Two Sounds for oo	Extra 1
				Vowel Sound in out: ou, ow	Extra 1
				Vowel Sounds in new and few: ew, ue	Extra 1
				Vowel Sound in soup: ou, ui	Extra 1
				Vowel Sound in boy: oi, oy	Extra 1
				Vowel Sound in water and talk: a, al	Extra 1
✓	✓	Inflectional Endings without Spelling Changes	1	Endings -s, -es	Extra 1
				Endings -ed, -ing	Extra 1
				Endings -er, -est	Early 3
✓	✓	Identify and Count Syllables	1	Break Up Words with Two or More Syllables	Early K



Domain: Phonics and High-Frequency Words, Cont'd.

Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Decode Two-Syllable VC/CV Words	1	Read Two-Syllable Words with Closed Syllables	Mid 1
				Read Two-Syllable Words with Open Syllables	Mid 1
				Read Two-Syllable Words with VCe Syllables	Late 1
✓	✓	Decode Compound Words	1	-	-
✓	✓	Inflectional Endings with Spelling Changes	1, 2	Endings <i>-ed, -ing</i> : Changes to the Base Word	Early 3
				Endings <i>-es, -ed</i> : Changes to the Base Word	Early 3
				Doubling and Dropping with Endings <i>-ed, -ing</i>	Early 3
✓	✓	Words with Soft <i>c</i> or <i>g</i>	1	The Soft Sound for <i>c</i> Spelled <i>c</i> or <i>ce</i>	Late 1
				The Soft Sound for <i>g</i> Spelled <i>g, ge, dge</i>	Late 1
				Soft Sound for <i>c</i>	Extra 1
				Soft Sound for <i>g</i>	Extra 1
✓	✓	Introduce High-Frequency Words	K, 1	High-Frequency Words: Lessons 0–4	Early K
				High-Frequency Words: Lessons 5–8	Mid K
				High-Frequency Words: Lessons 9–13	Late K
				High-Frequency Words: Lessons 14–19	Early 1
				High-Frequency Words: Lessons 20–24	Mid 1
				High-Frequency Words: Lessons 25–29	Late 1
✓	✓	Use Word Cards	K, 1	-	-
✓	✓	Use a Word Wall	K, 1	-	-
✓	✓	Words with Variant Vowel <i>a(l)</i> : <i>alk, alt, all</i>	1, 2	Vowel Sound in <i>water</i> and <i>talk</i> : <i>a, al</i>	Extra 1
✓	✓	Final Stable Syllables: <i>le, el, al</i>	1, 2	Read Two-Syllable Words with Final Syllable with <i>le</i>	Late 1
✓	✓	Possessive Nouns: <i>'s</i>	1	-	-
✓	✓	Closed Syllables	1, 2	Closed Syllables	Extra 1
				Read Two-Syllable Words with Closed Syllables	Mid 1
✓	✓	Open Syllable Patterns	1, 2	Read Two-Syllable Words with Open Syllables	Mid 1
				Open Syllables	Extra 1
✓	✓	<i>r</i> -Controlled Syllables	1, 2	Read Two-Syllable Words with <i>r</i> -Controlled Syllables	Late 2



Domain: Phonics and High-Frequency Words, Cont'd.

Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Final e Syllable Patterns	1, 2	Long <i>a</i> with Sneaky <i>e</i>	Extra K
				Long <i>i</i> with Sneaky <i>e</i>	Extra K
				Long <i>o</i> with Sneaky <i>e</i>	Extra K
				Sounds for <i>u</i> with Sneaky <i>e</i>	Extra K
				Long <i>e</i> with <i>ee</i> or Sneaky <i>e</i>	Extra K
				Long Vowels <i>a</i> and <i>i</i> with Silent <i>e</i>	Early 1
				Long Vowels <i>o</i> and <i>u</i> with Silent <i>e</i>	Early 1
✓	✓	Plurals with CVCe Words	1	-	-
✓	✓	Irregular Plurals	1, 2	-	-
✓	✓	Words with Contractions with 's	1	-	-

Instructional Groupings Resources: Vocabulary Domain

Domain: Vocabulary					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Teach New Word Meanings	K, 1	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Use Context to Find Word Meaning	K, 1	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Multiple-Meaning Words	K, 1	-	-
✓		Compound Words	1, 2	-	-
✓		Synonyms	1	<i>*Use any of the following "Working with Words" lessons: 1, 2, 5, 6</i>	Early 1
				<i>*Use any of the following "Working with Words" lessons: 9, 10, 12–16</i>	Mid 1
				<i>*Use any of the following "Working with Words" lessons: 17–19, 21–24</i>	Late 1
				<i>*Use any of the following "Working with Words" lessons: 1, 2, 5, 6</i>	Early 2
✓		Antonyms	K, 1	<i>*Use any of the following "Working with Words" lessons: 3, 4, 7, 8</i>	Early 1
				<i>Working with Words: 11</i>	Mid 1
				<i>Working with Words: 20</i>	Late 1
				<i>*Use any of the following "Working with Words" lessons: 3, 4, 7, 8</i>	Early 2
✓		Prefixes <i>pre-</i> , <i>un-</i> , <i>re-</i>	1, 2	Prefix <i>re-</i>	Extra 1
				Read Words with Prefix <i>re-</i>	Early 2
				Read Words with Prefixes <i>un-</i> , <i>pre-</i>	Early 2
				Prefix <i>pre-</i>	Extra 2



Domain: Vocabulary, Cont'd.

Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Suffixes <i>-ful</i> and <i>-less</i>	1, 2	Read Words with the Suffixes <i>-less, -ness</i>	Late 2
				Suffixes <i>-less, -ness</i>	Extra 2
				Reading Multisyllabic Words with Suffixes <i>-less, -ful</i>	Early 3
				Determine Word Meanings Using Known Words and Suffixes <i>-ful</i> and <i>-less</i>	Early 3

Instructional Groupings Resources: Comprehension: Informational Text Domain

Domain: Comprehension: Informational Text					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Predict the Topic of a Book	K	-	-
	✓	Key Ideas and Details	K, 1	Answer Questions about Relevant Details	Early K
				Answer Questions about Relevant Details	Early 1
				Identify Relevant Details	Early 2
				Identify the Central Idea	Early 2
	✓	Identify Unstated Ideas and Details	K	-	-
	✓	Identify Main idea	K, 1	Find the Main Topic	Mid K
				Find the Main Topic	Late 1
	✓	Categorize and Classify Information	K, 1	-	-
	✓	Sequence of Events	K, 1	Identify Events	Early K
				Describe Events	Early 1
	✓	Retell Informational Text	1	Retell Texts	Early 2
	✓	Use Text Features	1	Use Text Features, Part 1	Late 1
				Use Text Features, Part 1	Mid 2
	✓	Connect Text and Visuals	1, 2	Connect Words and Pictures in a Text	Late K
	✓	Identifying Supporting Reasons	1	-	-



Instructional Groupings Resources: Comprehension: Literature Domain

Domain: Comprehension: Literature					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Predict the Topic of a Book	K	-	-
	✓	Key Ideas and Details	K, 1	Answer Questions about Stories	Early K
	✓	Identify Unstated Ideas and Details	K	-	-
	✓	Describe Characters	K, 1	Identify Characters	Early K
				Describe Characters	Early 1
	✓	Story Elements	K, 1	Identify Characters	Early K
				Identify Setting	Early K
				Identify Events	Early K
				Describe Characters	Early 1
				Describe Setting	Mid 1
				Describe Events	Mid 1
				Describe How Characters Act	Mid 2
	✓	Compare and Contrast	K, 1	-	-
	✓	Cause and Effect	K, 1	-	-
	✓	Retell Literary Text	1	Retell Stories	Mid K
				Retell Stories	Mid 1
	✓	Connect Text and Visuals	1, 2	Connect Words and Pictures in a Story	Mid 1
				Connect Words and Pictures	Late 2
	✓	Make Inferences	1	-	-